

Fact Sheet

Career Education

Infused Content

What is career education?

Career education is the identification and development of students' personal interests, preferences, and skills, which connect instruction to future careers.
(Definition for state of Iowa)

Career Education for students includes:

- = Awareness of: self in relation to others and employment trends
- = Exploration of: employment opportunities
- = Development of: employment skills and personal/career decision-making
- = Application of: knowledge and skills

Does our district have to include Career Education?

Yes, Career Education is required by Iowa Administrative Code -

♦ Chapter 12.5 (4 Junior High): Career Education shall include exploration of employment opportunities; experience in career decision making, and experiences to help students integrate work values and work skills into their lives.

♦ Chapter 12.5 (7): Career Education. Each school or school district shall incorporate school-to-career educational programming into its comprehensive school improvement plan. Curricular and co-curricular teaching and learning experiences regarding career education shall be provided from **pre-kindergarten level to grade 12**. Career Education shall be **incorporated into the total educational program** and shall include, but is not limited to, a awareness of self in relation to others and the needs of society; exploration of employment opportunities, a minimum, within Iowa; experiences in personal decision-making; experiences that help students connect work values into all aspects of their lives; and the development of employability skills.

Where in the school is career education?

Career education should be infused into the district curriculum plan and it's placement and responsibility is a local decision. Many districts use a variety of

staff to attend to the necessary curriculum, such as guidance/counseling, career and technical educators, core curriculum educators, information technologists, community business partners as well as clubs, student organizations, and school activities. The curriculum director has the coordination responsibilities to imbed the educational programming of career education into a matrix or content maps. This process assists staff in recognizing and articulating the future context of the student's learning, as well as the content knowledge and skills.

In elementary grades, the student may:

- Learn about workplace and workplace skills
- Learn about themselves - decision-making, growth and change
- Learn about education culture and achievement
- Learn about life and balance of roles

In middle grades, the student may have:

- Become aware of careers and the career webs or pathways
- Participated in interest inventories to determine interest in career areas
- Participated in self awareness activities to determine personal abilities and strengths
- Participated in activities to improve work habits and behaviors (volunteerism, projects, community service)

In high school grades, the student may have:

- Built skills to improve ability to work with people, data, things (materials, tools, and equipment)
- Participated in activities to establish goals, priorities, or plans.
- Participated in activities to improve work habits and behaviors through work experiences or internships, or a work mentoring.
- Participated in activities to improve communication and teamwork with a diverse population
- Become aware of community services including mental health, employment services, family planning, human services, civil rights and legal assistance.
- Become aware of community and economic resources (such as social and recreational organizations and places in the community, cultural networks, and support systems).

Where in the CSIP is career education?

There are four components to the CSIP: (1) The CSIP plan that is electronically sent (Beginning in 9-04); (2) the site visit materials; (3) the site visit interviews and (4) the appendix/budget. Career education infusion can best be articulated by district staff in the site visit interviews and in the curriculum materials. On a site visit, the numerous interviews with the staff, administration, and community articulate the vision for the student's success.

Career education is infused in the strategies and learning activities within the whole educational student experience. Within the processes of goal setting and community engagement, career or future paths is implicit for student achievement and success as students move behind the K-12 educational arena into the world of post-secondary education and the economic world of employment.

Who can help me on career education infusion?

The Iowa Department of Education webpage has a career education site:
www.state.edu/educate/ecese/is/ce

Linda Berg is the consultant at the Department of Education in career education. Each AEA has a career contact person to help with curriculum or curriculum design issues:

AEA 1:	Sue Updegraff
AEA 267:	Deb Throne
AEA 4:	Katy Evenson
AEA 8:	Linda Linn
AEA 9:	Bill Brunkan
AEA 10:	To Be Announced
AEA 11:	Mary Peterson
AEA 12:	Jill Helm/Sally Mertz
AEA 13:	Teresa Jozswick
AEA 14:	Nancy Lindgren
AEA 15:	Ron Shafer
AEA 16:	Gayle Olson

What are some of the effective practices of infusion of career education?

- A. Individualized Career/Educational Plans (ICP/ICEP)
- B. Opportunities for Workplace Learning: workplace speakers; job interviews; job shadowing; internships;
- C. Courses for dual credit or college credit (career academies or advanced placement or PSO)
- D. Transition counseling with student and parents
- E. Advocate transition counseling with student
- F. Imbedded curriculum
 - = curriculum content (in subject matter courses)
 - = curriculum certification/skill attainment (CTE or CC programs)
 - = curriculum processes (thematic units/project-based learning)
 - = curriculum design (career themes as a vehicle for content/knowledge)
- G. Student enterprises
- H. Service Learning/Character Counts/Assets
- I. Community Service
- J. School-Business Partnerships